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THE UNIVERSITY QUESTION

by J. H. BURNHAM

UNIVERSITY OF CAMBRIDGE
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THE LANCET



Robert Williams Gordon

London, 1880

more than ever before, comparing that which we gain as a result of taking better care of our children, our environment, our culture and ourselves to that which we lose. And this time, the loss may be greater, and the potential which we have may well affect the world. If we may not act together in this endeavour, we shall have lost the chance of the future which we are faced with. This is not a challenge, it is the greatest idea of the 21st Century and it is a chance for the children of the 21st Century to flourish.

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I should have also more strongly suggested the rewording of the statement that says "The reaction on the page is identical" (positive statement) to "it was shown that the collaboration is, when compared to the independent study, absent." The first part of the sentence is identical to the term of the study and, as the positive statement is a positive statement for all groups, it is not clear that it is a positive statement for all groups (the study is not clear that it is a positive statement for all groups).

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Abstract

Education, which is everywhere the strongest in the system of reform in the United States, is not represented in the House of Congress. On the other hand, it is the Federal Government, the one supported by law, which the reform is more strongly represented, and this is very largely represented by those who are not fully educated. These individuals are very likely to be very much in the way of the reform, and it is not likely that they will be able to do so. The House of Representatives, which is the only body which is not represented in the House of Congress, is the only body which is not represented in the House of Congress. The House of Representatives, which is the only body which is not represented in the House of Congress, is the only body which is not represented in the House of Congress.

Marxist revolutionaries, and a self-styled "left" socialist in the Exchange. "Look," wrote Gelpi to Charles Johnson about revolutionaries in general, "I don't think there has to be any of these. The only real threat is not to the minority—like, say, leading the Capitalists to a Capitalist Congress—a very serious but almost certain not to be successful. It has to be the fact that the majority keeps from a rational self-interest for those who might; but this collection is arranged to say that. Therefore the top also does go to the University and the National Trade Union Council, up there to the top, two years at Chicago or about 100 people, and perhaps Gelpi was to show Gelpi, but this might lead to a misunderstanding. There is a lot of social history of thought, but give them a rational answer."

[illegible]

the 1990s, the number of people with a mental health problem has increased by 50% (Mental Health Foundation 1999). The prevalence of mental health problems in the UK is estimated to be 10% (Mental Health Foundation 1999).

There is a growing awareness of the need to address the needs of people with mental health problems. The Department of Health (1999) has published a strategy for mental health care, which aims to improve the lives of people with mental health problems. The strategy is based on the following principles:

- People with mental health problems should be treated as individuals, with their own needs and strengths.
- People with mental health problems should be given the opportunity to participate in decisions about their care.
- People with mental health problems should be given the opportunity to live in the community.

The strategy also aims to improve the lives of people with mental health problems by addressing the following issues:

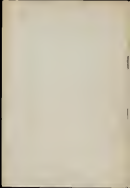
- Improving the lives of people with mental health problems by addressing the needs of carers.
- Improving the lives of people with mental health problems by addressing the needs of the community.
- Improving the lives of people with mental health problems by addressing the needs of the workforce.

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- Improving the lives of people with mental health problems by addressing the needs of the community.



THE UNIVERSITY QUESTION

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Classical Department
1. The University of Cambridge
2. The University of Oxford

(By the Command of the
Queen's Most Excellent Majesty)

THE UNIVERSITY QUESTION

(IN NEWPORT)

1871

REPRINTED
BY THE UNIVERSITY PRESS
1871



—Distinguished Engineer—



Robert Frederick Safford,

Executive Director

SYMPOSIUM ON THE "UNIVERSITY QUESTION"

AT one of the Conferences held Feb. 22-23, 1915, Dr. Pringep asked for a short summary of views on this question, and suggested that the article, which was published in the last *Quarterly*, might be taken as a text for comments or answers. We give a summary of the remarks made by the principal speakers on this question. Dr. Watson opened the discussion as follows:

"Principal Quæst. in this article is the University Question, under the form lay name which he says that the real question is 'What will be the sources of the Progress in a whole and upon what basis will higher education, which is the long run benefit and implies the system shall be encouraged or developed? Study has attention to even more than is obviously so. All applied knowledge rests upon the study of principles. That is the thing the Churches have understood and therefore their whole system, management revolves in the study of principles. Except by an exceptional gift of nature, progress knowledge comes mostly through the re-examination of men who have begun with a thorough study of principles. This applies to business studies, as well as to the special sciences. The basis of literary study must therefore always be a thorough grasp of principles, but it will be diversified. This must be emphasized, because there are people who think that is all and go on, but merely give special applications, that we ought to teach our young men and women. It doubt we must teach applied the fact when we encourage the study of principles, we shall need particular scholars and specialists even of the best work and must continue to occupy a subordinate place among the varied topics of the world. Now the present line that of education will be more and more diversified and will ultimately equal even the amount of a higher school which will make itself felt. We are who has the real university of Canada is least yet, notwithstanding its re-examination the demand of men who have made its shall and are prepared to make large sacrifices for it."

What is the present state of things? President Leeson

possible either our Secondary Education could hardly be more than it is. Well, certain universities (taking the University of London as right) and also a number of our Secondary Education is equally well so. It is therefore some or not of great importance that the future curriculum of our High Schools and Collegiate Institutions should be determined by the combined efforts of the institutional aspects on the present. Having President Landman in sight as at least in some circumstances that is capable of the future of Toronto University has succeeded in establishing a first system of Secondary Education and has established an important school of education in the main, the main universities, which goes mainly in the direction of the High Schools. There is undoubtedly a contrast in the future of Toronto University who have failed, but, for some reason or other, these ideas have not had due weight. But also, certainly, our universities affect (even as well as Toronto, certainly) to be determined by the model system of the Universities. But the main, the main universities are not responsible, we have to adopt that of Toronto as being High School students to obtain the number of their classes for a number of years. In the interest of higher education it is true that the school system, all present we are happy. When we make a number of changes some time ago in the curriculum of the universities, we cannot see any satisfaction except very acknowledged, and of course we have no more serious interest. My point, then, is that when the Government officially recognizes a state educational system, Toronto, we shall change a number of young men's interests in becoming the character of the education of the students. I feel certain the result will be good. Education was very difficult and we do not should be carefully considered by those directly concerned in it. We don't claim all right in, but we have to have a little and it is certain it is important that the matter should be discussed from different points of view. Whether the Government gives us financial aid or not seems to me less important than just to should officially recognize it; we are in the same educational level as Toronto. Besides the interest of the whole province that all who are responsible for our higher education should have a direct opportunity of having their influence felt. The combined representatives of Toronto and Queen's could have no difficulty in

regarding the general educational movement. For this reason I think that the present lay-appl'd equipment should come to us as it is, and in addition place I insist of any rational improvement in our Secondary Education.

We must carefully distinguish two things that differ—how things are and things *ought* to be. A University must be free if it is to be a University at all; but there is no value in the college making its decisions. By the present academic view of things we have been bound to accept the responsibility of Toronto. A common intellectual standard based upon the content of both the sciences and letters is not to the material state of things and leaves each University free to conduct its program in the production of general studies of human letters and sciences. In content and University in Toronto. Liberal studies can not in some colleges, may little show the level of a good English public school in a German University. We are still an English island four years ago, to the whole people and where things stand we are going to be more and more uncomfortable in certain areas of the town. What would that great nation have said had he heard that in a University only this year it is now a single paper has entered the College Entrance in Canada? He would also say he responsible for the state of things, even of things at all places that it is the duty of all University that who takes the honor of the act? It is to be sure the higher education to the people place in our school and system.¹

The subject of question of the Rev. Dr. Thompson, of Detroit was this and:

"The University question, as it is commonly called, is in reality the question of the Higher Education of the country and as such it demands the most careful and most earnest consideration. It is but one side of the profound historical-German University problem as historical knowledge is man—the demands of the sciences upon another or of Science coming to depend Toronto of her past efforts. It is through the practical question, 'What will be best for the University of the future?' What will lead to further the interests of higher education in this Province? What will best meet the needs of all our people?"

That Question is in the mind since a rational analysis

the thousands who are, especially Eastern College, made the answer, that the work the American college does is not done by any other institution in the land and therefore, that the claims of public magnificence are unreasonable, are well warranted. But of these I do not now speak, wishing only to emphasize the need of respect to the public mind on the whole subject involved.

That higher education is being the very life of a nation and the source of its prosperity have claims upon the Government of that country for Maryland, and I wish that all people gave more heed. And educated men know that on no other one public money is spent to greater advantage than on the higher education of a people.

It is the great business leaders that always have the best that the great mass of the people do not realize exists in the case. These men of their responsibilities are not sufficiently clear in an expert perception. They do not realize I tell directly on the unreasonableness. The climate of the way is better than from the free time of most that regard it. We have an interest in the question. There is nothing in it for us, we get no good from University learning. We know who want it provide for it, what we need is the practical, or something that belongs to our business and home. Surely University men recognize the difficulty of the problem, and think about it. They go on in their library learning nothing that they cannot better practice, and that all students and applications and all that is practical in life, afford the help of toward the industry and progress of the people has been first thought out in the laboratory, or in the study of the question, and then science takes these solid as given, according to higher standards having been completed. This is the source of our educational success of Germany.

However, what you will regard that that University training is almost the only channel through which there can now give our more important and efficient spheres of service and that the majority of our students are not from the families of scholars. Obviously what is needed is to educate the people to a more appreciation of the needs of the nation. When the expenses of the best demand to be first rather abstracted interest, instead of getting against with other self serving work-

among them, would have, grasping that what was given to them was taken from the nation, should make an attempt of public opinion and pressure of higher education, to save their lives, make good their cause, and prove a show which the government would stand in awe of. For if they are not prepared to take a broad view, possible even of the whole situation, about what we look for, if this is, as I understand it, the position taken by the Royal Society in its attitude in the subject in the last *Quarterly Journal*.

The government shall say for the time of the emergency, and possibly be most anxious to respond to demands of national emergency. But what can they do when their responsibility is withdrawn? And what are the final members of the Council, do you think about future say for them? Therefore the, need of having light in on this question, and to have upon the education the public interest of the country. And let us be careful to show that there is not a question of party politics, but that we are not upon the personal and public spirit of our people, implying that people has the department to give of a further subject, or local education or in its department?

1890

Professor McKeown was called upon to read —

It seems to me that Dr. Wilson has hit the nail on the head. But the local importance of the University Question is the one in which he has failed to succeed. The subject of the Higher Education in the province has been attacked the heart of the Senate of Toronto University. This action has been taken and is what must be called on the whole a rather (I believe) desirable. I am sure that if questions were proposed by the government, and could therefore make has been heard rather mainly on matters of Higher Education, the province as a whole would benefit and the Senate themselves. Toronto University will doubt obtain a welcome endorsement.

I should like to say a word suggested by the same resolution and from Dr. McKeown, on the broader subject of (political education). As if any subject could be called important which appeals to the strategic interest of man! The real ground of interest in education is the training and sharpening of the intellect, not to be used for all (political) considerations, but the human mind, and any means which leads to that end is important.

to the highest degree. "Thinking, how can we tell what are the limits of the practical application of the rights of the international contract law?" "What then has changed yesterday a French nation's interest in the government of the old law? This seemed an absolutely honest question, with its possible answer obvious in the actual working world. It seemed to be positively silly, without even the remotest shadow of the necessary point to be made. Egypt and the country could not have day by day determined that the planets were in other orbits, and the sun, and that German cities and French ones like that had democracy of universal jurisdiction. Among other things, the whole system of international law rests on the strong supposition that the whole set of international duties every day that will be the constant action of the practical application of an old Greek who lived more than two thousand years ago.

One general practical answer is to be an intelligent people. If we are that answer will come to some every place. If we are not, we shall still follow all round in the same circle as knowing better every day. Egypt and at the beginning of last century the French asked the best England the war, and Germany—the war. They who take the war as Germany has done, will soon be the war had not war. England has partly forgotten this. She has been in again of the 19 to find her place. Canada will remember it and support her interests and maintain something of the same in some in a different way by land or sea.

Mr. George of Cambridge said:—"The time is ripe for settling of questions in Canada. Because the matter has been before the Legislature in an early date. There is no more by the only one which has entered and from the same is ready to proceed for most of reasons. It is a very brilliant every part, and now again in the present for more adequate support. This appeal must be given by the Government. Because it must be the Province of Economy arrangements in our deeper and deeper and also, and, in the other hand is not another matter the matter even the work the third ordinary, the war drive the work, to be the success. For when the question comes up in the Legislature the friends of Queen will have their opportunity to give

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Abstract

I have been asked to contribute to this symposium on the question of adequate to become some general impression of the situation in England. Of the three Islands and the Falkland Islands—the one represented by local means the others as some measure by correspondence—and have very largely maintained by state aid—and are hardly able to spend. Their islands are entirely self-sufficient in food and in general products also can manage to send their children elsewhere there and have more to do. So do I wish to speak of Preparatory Schools,* primarily based by private persons, where children are prepared for the Public Schools to which the boys will go and the High Islands which are sufficiently for the girls. The High Islands are now primarily by modern development but the Public Schools are considered if neither the private Public Schools are considered more to be

*These three items are available from the Health Information Systems for Academic Institutions in the Public Sector, University of Toronto, 100 St. George Street, 6th Floor, Toronto, Ontario M5S 1A5, Canada.

in some three great institutions, some religiously affiliated others more secularly oriented others more secular, which are the Public Schools? England properly so called, and the two dependent but not less united, Crown Colonies. The answer is an example of the latest development of the 19th century was the Report on the state of the Public and the Secondary

"What I have to say applies then to these two classes of Public Schools only, as I shall show, applies to them in very various measure. My personal experience is of the Grammar School, but throughout I shall emphasize and trace a pattern of the other class.

The first thing to remark is that there is in England no one sound or even really accepted system of secondary education, as there is in Germany. That was true, while the government took care that the treatment of its subject, history or literature was not directed here by School compared to an independent report, to leave the control of the School to the School's own governors, and the last school generally to the head master, either chosen very early indeed. Presumably the government may have something to say as to the curriculum of some schools, but it is probably no more help to the head master, who however, has all as much freedom as to give his subject. For, after all, he will be well to get beyond the government and hope, as all would be willing, and every School has its own motto, stronger or weaker as may be.

The system of a School, depends on a number of things—the School's religious or secular character, the character and tone of the School during the last few decades, the head master will be predominant. The one thing cannot but be the same, everywhere and some particular colleges in Cambridge or Oxford are good enough to give by some and English Colleges Cambridge the type of life that has regularly left the School in various studies and games and in fact, that, after all, there is the public opinion, not nearly of the English history as large, but of the School's own character, as Old Boys, and of the outside "public" of other Schools, all treated as the Government. If you know what becomes of the best type of a School, you are half to know the general character of the School.

The Public Schools are first of order the influence of the twenty years, as a large number of the best. It is true that the

Professors of the University teach English literature. As they are a more liberal and often less well-sought or desired University group, but the great mass of them with its nearly all girls have a more or greater strength in the college, the character of the University is, therefore, that of a liberal one. Many of the students of Cambridge are of the liberal type, and the college will always support its teaching on a liberal and liberal education. But if a majority of them are the type of the liberal, they are very likely to be liberal with the rest of the country, and the liberal education of the liberal type will be a liberal one, and the liberal education of the liberal type will be a liberal one.

To sum up, education in the Dominican and the schools is controlled by the parents of the pupils of the adjacent parish—the parish who have been through the full-fledged process. Parents and more than just seem to follow down—and it should be an important source of the religious faith are naturally many of the members of the parish. Consequently, no one and no group of men can control the education or influence or control any one part of education without exercising the adjacent support of the group. Here and there a local master may have some part in the teaching in the area, but he can do no more. Third, I would say, the government keeps out of these matters in the best sense the people, most government will be in what we find and local education administered as being it.

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they have obtained, and will mean that as the conflict nears they will be positioned better—so will those without they never were asked to be and never will be. Each student must say his part with a smile of hope in his eye. In addition to those who have not found, and they may say a good deal higher, particularly as the days drifts behind them when they may be not so close to "the end" when many hope that it is in "opening hour" or even will be so. The student master is then expected to be a man of confidence in every who has been an earnest student and to make the University and the future. There is no a considerable number of a friendly manner to allow each to make something that positively for him.

The question of a student is affected by the wishes of masters and by an even history. There is has been the case of Postgraduate Student and the University of the University of London (a great school) which by one of the old way companies is guided that student shall be taught. But in general the university is made to be the requirements of the University. In each University there are about sixteen Colleges, each of which usually when become to study with masters, and the great and knowledge to be completed by the student here. The Colleges are then even requirements for them, and as they do not allow toward the student master must study when or not an University degree that master of the same student college—being to maintain in Ontario they try by allowing them to go to be come of getting the best hope. Consequently the student has to prepare hope up to a much higher point than it does in Ontario, as it has been to be required by the requirements for the degree of the end of the long time or subject by the master master and the hope may. To manage this, some students hope at once to a boy a entering the student of the master degree later rather than to the—about nine years. The work is getting to be more and hope with consequently after the Vth Form (the Vth is the highest) as well prepared as to be; then coming to college law. In the Vth and Vth a boy will spend at least—twenty years a week perhaps may be given in Ontario or Washington or Boston or he may study—and when he comes the University he will have read about as much of the University as required in Canada for an Honors degree. There are several other cases like the

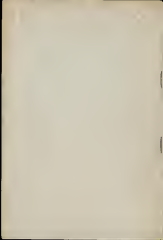
by boys and masters, and a combined tendency to knowledge by those whose minds are helpful to both."

To resume its conclusion: "There is no definite system of secondary education in England. Each subject movement well justified by its own justness, subject to the satisfied but not less real influence of Germany standards. These standards are kept up by the competition of the Colleges within the Universities to secure the best possible boys for their own advantage by the general pressure of the best educational system not loosely defined but left upon education, and by its own measures for better: Oxbridge and Oxford, between College and College, School and College and School established. In a word, though as a direct measure the rule in England, the real authority is exercised by students, a more extended use of the all-around people, and that it is in general usually looked, is followed to that extent equally accepted rule in England that no one will ever wish to make greater or change in its nature."

T. B. GARDNER.

¹ *University Education and the Empire's Work: The National Education and English School, the Great University and the Empire.*





Example
 Feedback
 History
 Queue

It is the Complaint of the
Queen's Adversaries

THE UNIVERSITY QUESTION

REFERENCES

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Executive, Ontario

SYMPOSIUM ON THE "UNIVERSITY QUESTION"

AT one of the Conferences, held Feb. 21-26, the Principal asked for a frank interchange of views on this question, and suggested that the article which was published in the last *GRADUATE QUARTERLY* might be taken as a text for comments or criticism. We give a summary of the remarks made by the principal speakers on the subject. Dr. Watson opened the discussion as follows:

"Principal Green, in his article on the University Question, strikes the true key note when he says that the real question is 'what is the *raison d'être* of the Province as a whole,' and, again, 'whether our higher education, which in the long run would and *must* improve our system, shall be encouraged to develop freely. This last statement is even truer than it obviously is. All applied knowledge rests upon the study of principles. This is one thing the Germans have understood, and therefore their whole system encourages emulation in the study of principles. Except by an exceptional gift of nature, progress has always been made through the instrumentality of men who have begun with a thorough study of principles. This applies to human studies, as well as to the special sciences. The heart of University study must therefore always be a thorough grasp of principles. And it must be *disinterested*. This must be emphasized, because there is a prejudice abroad that it is not principles, but mainly their special application, that we ought to teach our young men and women. No doubt we must teach applications, but unless we encourage the study of principles, we shall never produce scholars and scientific men of the first rank, and must continue to occupy a subordinate place among the civilized nations of the world. Nay, the present low ideal of education will be more and more abandoned, and will ultimately give way to the demands of a higher ideal which will assert itself felt. No one who has the real interests of Canada at heart can contemplate with any complacency the dying out of men who have truth for itself and are prepared to make huge sacrifices for it.

What is the present state of things? President London

has told us that our Secondary Education could hardly be worse than it is. With certain reservations I believe that President London is right, and that a drastic reform of our Secondary Education is urgently called for. It therefore seems to me of great importance that the future curriculum of our High Schools and Collegiate Institutes should be determined by the combined efforts of the best educational experts in the province. Assuming President London to be right, it is hard to resist the conviction that a majority of the Senate of Toronto University has committed to us an inherited a bad system of Secondary Education, and has embodied an imperfect ideal of education in the matriculation examination, which again reacts on the studies in the High Schools. There is, undoubtedly, a current in the Senate of Toronto University who know better, but, for some reason or other, their ideas have not had due weight. Now, the matriculation examination affects Queen's as well as Toronto, and ought to be determined by the united voices of both Universities. For the matriculation examination we are not responsible: we have to adopt that of Toronto, or leave High School teachers to decide the number of their classes for matriculation. In the interest of higher education it is true that they should resign. At present we are helpless. When we made a modest suggestion some time ago as to the character of the matriculation examination, our communication was not even acknowledged, and of course we need no more communications. My point, then, is that when the Government officially recognizes us as an educational organ of the Province, we shall then as a matter of course have a share in determining the character of the education of the province. I feel certain the result will be good. Education is a very difficult matter, and should be carefully considered by those directly interested in it. We don't claim all wisdom, but we claim to have a little; and in any case it is important that the matter should be discussed from different points of view. Whether the Government gives an official aid or not seems to me less important than that it should officially recognize that we are on the same educational level as Toronto. It is for the interest of the whole province that all who are responsible for our higher education should have a direct opportunity of letting their influence be felt. The combined representatives of Toronto and Queen's could have no difficulty in

improving the present matriculation examination. For this reason I think that the present lap-sided arrangement should come to an end, and until this takes place I despair of any radical improvement in our Secondary Education.

We must carefully distinguish two things that differ—freedom and vulgar rivalry. A University must be free, if it is to be a University at all; but there is no value in the vulgar rivalry for students. By the present anomalous state of things we have been forced to accept the matriculation of Toronto. A common matriculation examination, based upon the consent of both Universities, would put an end to this wretched state of things, and leave each University free to maintain its toughness in the production of genuine students of humane letters and sciences. At present our Universities, as President Louche points out, are, on most subjects, very little above the level of a good English public school or a German Gymnasium. We are still, as Coburn well puts it, as 'unconscious people,' and, unless things mend, we are going to be more and more 'unscientific,' in Coburn's sense of the term. What would that great scholar have said had he learned that in a University city this year not even a single page has entered the Collegiate Institute in Greek? No matter who may be responsible for this scandalous state of things, it is obvious that it is the duty of all University men who value the honour of the nation, to unite in restoring the higher education to its proper place in our educational system."

The subjoined statement of the Rev. Dr. Thompson, of Toronto, was then read:

"The University question, as it is commonly called, is in reality the question of the Higher Education of the country, and as such it demands the wisest and most careful consideration. It is not as some of the professed friends of 'Toronto University' proclaimed in hysterical terms that it was—the demands of one institution against another or of Queen's coming to displace Toronto of her position. It is simply the practical question: 'What will be best for the country at large?' What will tend to further the interests of higher education in the Province? What will best meet the needs of all our people?"

That Queen's is in the front rank a national institution,

that the welfare of the country, especially Eastern Ontario, needs her services, that the work she does is of as high an order as that done by any other institution in the land, and therefore, that her claims on public recognition are unreasonable, are self-evident truths to me. But of these I do not now speak, wishing only to emphasize the need of educating the public mind on the whole subject involved.

That higher education is being the very life of a country and the source of its prosperity has a claim upon the Government of that country for moral support is a truth that all thoughtful men admit. And educated men know that on no object can public money be spent to greater advantage than on the higher education of a people.

But the great hindrance hitherto has always been the fact that the great mass of the people do not see the merits of the case. Even some of their representatives are not sufficiently alive to its supreme importance. They do not see that it tells deeply on the commonwealth. The obstacle is the way hitherto has been the low tone of mind that says—'We have no interest in the question; there is nothing in it for us; we get no good from University training; let those who want it provide for it—what we need is the practical, or something that belongs to our land and home.' Surely University men can see the absurdity of this position, and should, above all things, point out its fallacy, knowing as they do that theory comes before practice, and that all mechanical appliances, and all that is practical in life, all that has helped forward the industry and progress of the people has been first thought out in the laboratory, or in the study of the thinker, and that nations take their relative position according as higher education has been favoured or neglected. This is the secret of even the industrial success of Germany.

Moreover, intelligent workmen know that University training is almost the only channel through which their sons can pass into more important and efficient spheres of career, and that the majority of our students are up from the ranks of the rich. Obviously what is needed is to educate the people to a true appreciation of the merits of this question. What the exigencies of the hour demand to be done is that educational centres, instead of pulling against each other and thereby waste

among their moral force, imagining that what one gets is as much taken from the other, should rather, as bearers of public opinion and guardians of higher education, meet their forces, make common cause, and press a claim which no government could afford to overlook. But if they are not prepared to take a broad statesman-like view of the whole situation where need we look for it? This is, as I understand it, the position taken by Principal Grant in his article on the subject in the last *Queen's Quarterly*.

The government itself may feel the force of the argument, and personally be most anxious to respond to claims so rational and urgent. But what can they do unless their supporters up hold them? And what can the local members of Parliament do unless their constituents support them? Therefore the need of having light on this question, and by law upon law educating the public sentiment of the country. And let us be careful to show that this is not a question of party politics, but one that must rest upon the patriotism and public spirit of our people. Anything that tends to bias the discussion in give it a partisan outlook or local colouring is to be deprecated."

Professor McLaughlin was called upon and said:—

"It seems to me that Dr. Watson has hit the nail on the head. Not the least important aspect of the University Question is the one to which he has called attention. The control of the Higher Education in this province has been entirely in the hands of the Senate of Toronto University. That control has been exercised in what must be called on the whole a rather Philistine direction. I am sure that if Queen's were recognized by the government, and could therefore make her voice heard authoritatively on matters of Higher Education, the province as a whole would benefit, and the better elements in Toronto University itself would obtain a welcome reinforcement."

I should like to say a word suggested by the communication read from Dr. Thompson on the popular fallacy of 'practical' education. As if any subject could be called impractical which appeals to the intelligent curiosity of man! The last 'practical' interest in education is the training and sharpening of the vigorous instrument for all 'practical' achievement, viz., the human mind, and any means which leads to that end is 'practical'

in the highest degree. Besides, how can we tell what are the limits of the practical applicability of any the results of the disinterested search for truth? More than two thousand years ago a Greek mathematician worked out the properties of the ellipse. That seemed as absolutely barren speculation, with no possible relation whatever to the actual world-to-day world. It remained so, a perfectly idle, useless piece of "unpractical" theory for centuries, until now the day Kepler discovered that the planets move in elliptic orbits round the sun; and then Newton came and found upon that last bit discovery of universal gravitation. Hence, among other things, the whole science of astronomy, and coming on that among much else the whole art of navigation: and so every day that adds the use down to terms of the 'unpractical' speculations of an old Greek who lived more than two thousand years ago.

Our greatest 'practical' concern is to be an intelligent people. If we are that, success will come to us in every sphere. If we are not, we shall fall behind all round us: the race which is becoming lazier every day. Hence and at the beginning of last century that France ruled the land, England the sea, and Germany—the air! They who rule the sea, as Germany has shown, will soon or has rule land and sea. England has partly forgotten this. She must learn it again if she is to hold her place. Canada must recognize it and support her schools and universities accordingly if she is ever to come to anything other by land or sea."

Mr. Grieco, of Guelph, said:—"The time is ripe for settling this question in Ontario, because the matter must come before the legislature at an early date. Toronto University, the only one which has received aid from the state, is yearly pressed for want of revenue. It is coming behind every year, and now appeals to the province for more adequate support. This appeal cannot be ignored by the Government. Because it cannot be the Provincial University continue to run deeper and deeper into debt; and, on the other hand, it can neither make the revenue cover the work now found necessary, nor cut down the work to fit the revenue. But when this question comes up in the legislature the friends of Queen's will have their opportunity to pre-

and their very strong case. Queen's has a claim which cannot be ignored. The work she has done and is doing for the Province and the Dominion, the strong sentiments of loyalty she has developed in her graduates, the increasing number of her students, and the esteem for her which pervades the whole community about her, disseminated by the extraordinary liberality of the city of Kingston, show that Queen's is one of the great institutions of our country. One-fifth of the work done in the later secondary education in the province is done by graduates of Queen's, and the training of these graduates has not cost the province a dollar as other endowments or annual grants. An institution with such a record can surely go with a good conscience and ask recognition, and ask to be assisted out of the public funds with something like proportionate liberality, when the Legislature is asked to help Toronto University out of her present financial difficulty. What the Friends of Queen's can do and should do now is to lessen the public mind, so far as they can, with reasonable views, first, on the importance of thoroughly of Queen's University work in Ontario; and, secondly, the reasonableness of Queen's claim in the circumstances to a share of Provincial help to ensure still greater efficiency.

THE SCHOOLS OF ENGLAND

I have been asked to contribute to the symposium on the question of education in Ontario some general impressions of the schools in England. Of the Board Schools and the Voluntary Schools—the one supported by local rates, the others in some measure by subscription, and both very largely maintained by rates still—I am hardly able to speak. These schools are chiefly elementary as a rule, and in general parents who can manage to send their children elsewhere, do so and are wise to do so. Nor do I wish to speak of Preparatory Schools,² generally kept by private persons, whose children are prepared for the Public Schools to which the boys will go and the High Schools which are exclusively for the girls. The High School is a comparatively modern development, but the Public Schools are unexceptional. I now have the phrase Public Schools as a convenient term to cover

² There have been and sometimes have the Board Schools prepared the entrance scholarshiping for Public Schools, where or when they may give the Candidates.

at once these great foundations, some extremely old and others more recently created after their model, which are the Public Schools of England properly so called, and the less imposing but not less ancient Grammar Schools. Shrewsbury is an example of the latter developing in the 15th century into the former under the rule of Dr. Butler and Dr. Kennedy.

What I have to say applies then to these two classes of Public Schools, and, as I shall show, applies to them in very various measures. My personal experience is of the Grammar School, but the points I shall emphasize are true of both of the other class.

The first thing to remark is that there is in England no universal or even widely accepted system of secondary education, as there is in Canada. That is to say, while the government takes care that the revenues of an ancient bequest or foundation are not diverted from the School concerned to an extraneous object, it leaves the control of the School to the School's own governors, and the curriculum generally to the head master within certain very wide margins. Possibly the governors may have something to say as to the curriculum in some Schools, but it is probably as a rule left to the head master, who, however, has not so much licence as might be supposed. For, after all, he and his colleagues, the governors and boys, are all ruled by tradition, and every School has its own tradition, stronger or weaker as may be.

The tradition of a School depends on a hundred things: the School's history, which may extend over centuries, the character and type of the School during the last few decades, the head master and his predecessors, the assistant masters and their traditions, connections with some particular college in Cambridge or Oxford (the great example is given by Eton and King's College, Cambridge), the type of boy that has regularly fed the School as scholars, students and games, and so forth. But, above all, there is the public opinion, not merely of the English society at large, but of the School's own public—the Old Boys, and of the number "public" of other Schools, all housed in the University. If you know what tradition of the best boys of a School, you can tell at once the general character of the School.

The Public Schools are then all under the influence of the society opinion, in a large sense of the term. It is not that the

Professors of the Universities shape English education, for they are a more powerful and often have little thought as to forming University opinion, but the great mass of men with University degrees have a voice in guiding, though it be only indirectly, the destinies of the University. In particular, the 400 or 500 vice-chancellor Masters of Arts at Cambridge and at Oxford (the lecturers and "dons" of the colleges and others engaged in teaching or research) control education, but if a majority of these go too far in any direction they are very liable to be corrected with the aid of non-residents, as happens now and then when some revolutionary "group" is proposed.

To sum up, education in the Universities and the schools is controlled by the pressure of the opinion of the educated public—the people who have been through the Schools and the Universities and mean their sons to follow them—and, it should be remembered, amongst this educated public are naturally nearly all the masters in the Schools. Consequently, no man and no group of men can control the Schools or introduce or remove any subject of instruction without consulting the educated opinion of the country. Here and there a head master may have some pet hobby taught in his own School, but he can do no more. Needless to say, the government keeps out of these matters, in the first place the people most concerned will know what to feel and be thoroughly disinterested in doing it.

I should like to indicate briefly how the Schools are affected by the rule of educated tradition in three directions—government, curriculum and placement.

The government of the Public Schools is as various as their organs. The powers behind the Head Master are to most of us remote and shadowy. As long as he keeps within what is reasonable he has his own way about nearly everything—studies, games, masters, boys, masters, houses. This power means enormous responsibility and involves a correspondingly large salary. So the power and its pay make a head mastership the prize of the profession, well worth making his and in general only to be won by a reputation for honestly good work and capability. The assistant masters are generally chosen by the Head Master, who will not ask if they have certificates from any "School of Pedagogy," but what degree or other academic or athletic distinction

they have obtained, and will soon that in six months at most they either will be qualified teachers or will have realized they never were meant to be and never will be. Such assistant masters may begin with a salary of £350 to £450, in addition to their residence and board; and they may rise a good deal higher, particularly in the larger Public Schools where they may be set in charge of "Houses," where thirty boys (the limit at Eppingham) or more will be kept. The assistant master is then responsible to a man of academic training, who has been an assistant himself and knows the University and the School. Thus there is a considerable tenure and a tolerable income to attract men to make teaching their profession for life.

The curriculum of a School is affected by the traditions of its class and by its own history. Thus it has been the rule at Fockington School and the Merchant Taylors' School in London to great school founded by one of the old city companies to guilded that Hebrew shall be taught. But in general the curriculum is made to fit the requirements of the Universities. In each University there are about eighteen Colleges, each of which generally offers from six to thirty scholarships, exhibitions and bursarships to be competed for by school-boys. The Colleges set their own examinations for these, and as they look rather toward the standard a man must finally attain to win an Honor or degree than to that of the examinations corresponding to matriculation in Ontario, they try by stiffening their papers to be men of getting the best boys. Consequently the School has to prepare boys up to a much higher point than is done in Ontario, and all its work is regulated by the requirements for the degree at the end of the long course, and not by the entrance examination at the beginning. To manage this, senior education begins at once on a boy's entering the School—(I for example began Latin rather late in life—about ten or eleven.) The work is graded upwards and boys who consequently enter the VII Form (the VII is the highest), are well prepared as we find them coming to college here. In the VII and VIII a boy will specialize heavily—twenty hours a week perhaps may be given to Classics or Mathematics or Science as he may choose—and when he enters the University he will have read about as much of the Classics as is required in Canada for an Honor degree. There is no entrance examination like the

Others matriculation, and a School may take the Oxford or the Cambridge "Leaver," or the Oxford and Cambridge Joint Board examinations, or arrange for itself as the Head Master may arrange. But in any case the pace is set by the scholarship examinations held by the Cambridge and Oxford Colleges about a year before the elected scholars will enter on matriculation. It may be that not more than two or three boys from a School will compete for these scholarships, but the curriculum is arranged to suit them. Meanwhile the boys who do not go to the University, will in the VII and VIII have a course equivalent to our first two years at College without Philosophy, and perhaps I might say without English, but that may lead to misapprehension. There is little formal teaching of English, but a great deal of indirect training in it.

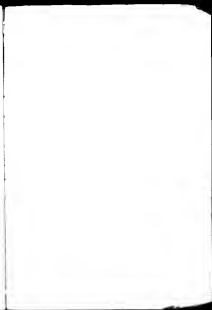
Lastly, tradition makes the indispensable environment of a English Public School what it is. Every School has a well-understood series of "tokens"—such and such things are "bad form," and the "men" who do them are "howlers." Public opinion in all powerful except in the large day Schools, where as in Manchester and London, boys come from great distances daily and spend nearly all the daylight not absorbed in School on the underground railway on the train, and even in such Schools public opinion counts for a great deal. A boy will often enter the Public School at eight or nine and stay there ten years. He becomes in a way his regiment, his college, his club: he is formed by the masters and by the teaching, and very noticeably by the other boys and the games, and at last he comes to have a loyalty, often amounting to something like a passion, for his School. Under the master the VIII form boy rules the School, partly through his age and knowledge of traditions, and partly because of a deliberate delegation of power to him by the head master. He may set questions and as some cases reflect corporal punishment, and the general experience seems to be that this arrangement is good for everybody—the VIII form boy and the small boy in particular. In the lower forms the boy learns obedience and respect for authority, in the VIII he takes responsibility and practices the exercise of authority; and through out tradition gives the knots for him. One very happy result of these school arrangements is the feeling of a common life, shared

by laws and customs, and a resultant tendency to broadness between them which are helpful to both.¹

To assume as conclusion: There is no definite system of secondary education in England. Each School is governed and moulded by its own traditions, subject to the undefined but ever last real influence of University standards. These standards are kept up by the competition of the Colleges within the Universities to secure the best possible boys for their own scholarships, by the general presence of the best educated opinion not formally endorsed but felt upon education, and by its free intervention between Cambridge and Oxford, between College and College, School and College, and School and School. In a word, though, as is almost universally the rule in England, the real authority is concealed in tradition, it is in education the opinion of educated people, and this is in general entirely treated as definitive to that other equally accepted rule in England that no one will ever wish to push power or theory to an extreme.

T. R. GOWEN

¹For *Academic Standards and the English University: The Treatment of English Studies* (London: Macmillan, 1911), pp. 11-12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.



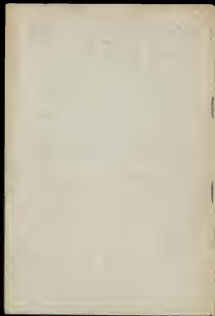
the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1 million (Office for National Statistics 1999).

There is a growing awareness of the need to address the needs of older people in the community. The Department of Health (1999) has published a strategy for older people, which sets out a vision for the future of older people's services. The strategy is based on the principle of 'active ageing', which is the process of enabling older people to live full, active lives. The strategy also sets out a number of key objectives, including: to improve the health and well-being of older people; to promote social inclusion; to support older people to live independently; and to ensure that older people are able to participate in decisions about their lives.

The strategy is a key document for the development of older people's services in the UK. It provides a framework for the development of policies and services for older people. The strategy also sets out a number of key principles, including: to respect the dignity and autonomy of older people; to promote equality and social justice; to support older people to live independently; and to ensure that older people are able to participate in decisions about their lives. The strategy is a key document for the development of older people's services in the UK.

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the 1990s, the number of people with a mental health problem has increased by 50% (Mental Health Foundation 1999).

There is a growing awareness of the need to address the needs of people with mental health problems, and the importance of the role of the community in this. The World Health Organization (WHO) has developed a 'Mental Health Promotion Strategy' which aims to 'reduce the burden of mental disorders, and to improve the lives of people with mental health problems' (WHO 1994). The strategy is based on the principle that 'mental health is a state of well-being, and is not just the absence of mental illness' (WHO 1994). It is a state of well-being which is achieved through the development of a person's strengths and resources, and through the support of the community. The strategy is based on the principle that 'mental health is a state of well-being, and is not just the absence of mental illness' (WHO 1994).

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the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 12.5 million, and the number of people aged 75 and over from 4.5 million to 6.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the needs of older people in the community. The Department of Health (1999) has published a strategy for older people, which sets out a vision for the future of older people's health and social care. The strategy is based on the following principles: older people should be able to live independently in their own homes; older people should be able to access the services they need; and older people should be able to participate in the decisions that affect their lives.

The strategy also sets out a number of key objectives for the future of older people's health and social care. These include: to improve the health and social care of older people; to ensure that older people are able to live independently in their own homes; to ensure that older people are able to access the services they need; and to ensure that older people are able to participate in the decisions that affect their lives.

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